

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT -4 PM 12:53 </div>
Grant Period:	November 13, 2017, to August 31, 2018			
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
East Central ISD	015911			
Vendor ID #	ESC Region #			
	20			
Mailing address		City	State	ZIP Code
6634 New Sulphur Springs Road		San Antonio	TX	78263
Primary Contact				
First name	M.I.	Last name	Title	
Amanda	G.	Holman	Career and Technical Education Instructional Specialist	
Telephone #	Email address		FAX #	
210-581-1188	amanda.holman@ecid.net		210-648-7046	
Secondary Contact				
First name	M.I.	Last name	Title	
Judy		Burns	Chief Financial Officer	
Telephone #	Email address		FAX #	
210-648-7861	judith.burns@ecisd.net		210-648-0931	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Roland	M.I.	Last name Toscano	Title Superintendent
Telephone # 210-648-7861		Email address roland.toscano@ecisd.net	FAX # 210-648-0931

Signature (blue ink preferred)



Date signed

9/28/17

Only the legally responsible party may sign this application.

701-17-103-034

Schedule #1—General Information

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The Health Science Career Cluster is an integral portion of the workforce pipeline in central Texas. The program offered in this district is comprised of four CTE content teachers in Health Science, along with four additional Science content teachers. Our program is currently built to offer opportunities for students to earn up to two industry validated certifications as Certified Nursing Assistants (CNA) and Certified Clinical Medical Assistants (CMA). An additional option of participation in a Health Professions Academy through Alamo Academies and San Antonio College is available as well. The current program of study allows students to complete the Principles of Health Science, Medical Terminology, Pharmacology, Anatomy and Physiology, Medical Microbiology, Pathophysiology, Health Science Theory, and Practicum in Health Science courses as a part of the coherent sequence. Additionally, the Health Science cluster lends itself to completion of Advanced Placement Biology, Chemistry, and Physics for academic support. Students enrolled in the Health Professions Academy are responsible for completing a total of 27 college credit hours upon completion of the Academy. This Academy is directly linked to the Registered Nursing program at San Antonio College, and provides a seamless transition for students participating in the program.

Funding secured from this grant will be utilized to create a Pharmacy Technician training program, and to support growth of the Certified Nursing Assistant and Certified Clinical Medical Assistant programs. Currently, students are not provided opportunities to fully execute practices related to their content before entering the internship experience. The goal is to provide the necessary training and equipment to provide these experiences to students in a safe and secure setting before placing them in a facility or location. This will allow for extended time utilizing their skills, as opposed to learning the skill on site.

These programs will follow a coherent sequence of courses in the Health Science Pathway. The Health Science Pathway will culminate in an option for certification as a Registered Pharmacy Technician, Certified Nursing Assistant, or Certified Clinical Medical Assistant. Enrollment in the Practicum of Health Science course will allow students to complete a comprehensive Pharmacy Technician Certification program, Certified Nursing Assistant, or Certified Clinical Medical Assistant certification, including placement in an internship with a local facility. All certifications can be awarded to the student before or immediately upon graduation from high school.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Health Science Program and school district currently has Memorandums of Understanding with a local nursing home, as well as a large pharmacy, a local trade school, and local community college. These agreements allow us to place students in the industry for valid, hands on experience in addition to postsecondary education. The CNA students spend approximately 160 hours in a hands on, facility setting. Students enrolled in the CMA Program are afforded the opportunity to participate in hands on training rotations in a variety of medical profession settings. These students gain hands on experience in the varied settings, resulting in a well-rounded and marketable individual.

Students pursuing the Health Science Pathway will have the skills, educational background, and credentialing to allow them to continue a career in the medical field while working in the field during their post-secondary schooling.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 015911				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$29,684
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$55,669	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$13,541	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$74,210	\$0	\$0	\$29,684
Administrative Cost Calculation						
Enter the total grant amount requested:					\$74,210	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$3,710	
This is the maximum amount allowable for administrative costs, including indirect costs:						

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 015911			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$29,684
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	N/A				
16					
17					
18					
19					
20					
Other Employee Positions					
21	N/A			\$0	\$0
22	Title			\$0	\$0
23	Title			\$0	\$0
24	Subtotal employee costs:			\$0	\$29,684
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$0	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$29,684

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 015911		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Services to provide Pharmacology curriculum 30 seat license	\$5,000	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$5,000	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$5,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015911		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
	Match	
6300	Total supplies and materials that do not require specific approval: <ul style="list-style-type: none"> • Armrests • Transfer boards • IV training kit • Stretcher • Blood pressure cuffs • Scale • CPR Manikins • Backboard • Health center technology • Beakers • Lab aprons • Drying racks • Flasks • Balance • Funnels • Safety Goggles • Cylinders • Incubator • Microscopes • Lab equipment drawer • Sanitizer Cabinet • Laptops • Charging cart • Medication administration kit • IV tote • Medication trainer • Simulated capsules • Simulated tablets • Simulated caplets • Simulated inhaler • Pharmacy Scale • Pill counting tray • Reconstitution kit • Labeling package • Compounding kit • Other applicable costs 	\$55,669
Grand total:		\$55,669
		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 015911		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 015911			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1	N/A	N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2	N/A		\$0	\$0	\$0
3			\$0	\$0	\$0
4			\$0	\$0	\$0
5			\$0	\$0	\$0
6			\$0	\$0	\$0
7			\$0	\$0	\$0
8			\$0	\$0	\$0
9			\$0	\$0	\$0
10			\$0	\$0	\$0
11			\$0	\$0	\$0
66XX—Software, capitalized					
12	N/A		\$0	\$0	\$0
13			\$0	\$0	\$0
14			\$0	\$0	\$0
15			\$0	\$0	\$0
16			\$0	\$0	\$0
17			\$0	\$0	\$0
18			\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles					
19	Manikin	1	\$8,041	\$8,041	\$0
20	Vital sign machine	1	\$5,500	\$5,500	\$0
21			\$0	\$0	\$0
22			\$0	\$0	\$0
23			\$0	\$0	\$0
24			\$0	\$0	\$0
25			\$0	\$0	\$0
26			\$0	\$0	\$0
27			\$0	\$0	\$0
28			\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	N/A			\$0	\$0
Grand total:				\$13,541	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	517	61%	
Limited English proficient (LEP)	22	2.6%	
Attendance rate	NA	92.46%	
Annual dropout rate (Gr 9-12)	NA	1%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	4	50%	
6-10 Years Exp.	1	12.5%	
11-20 Years Exp.	1	12.5%	
20+ Years Exp.	2	25%	
No degree	0	0%	
Bachelor's Degree	8	100%	Same 8 teachers serve all 4 grade levels.
Master's Degree	3	37.5%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										144	157	234	318	853

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										8	8	8	8	8

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs are determined through a variety of factors. Our students come first, therefore one of the most important driving actors of a needs assessment is student choice. Student choice is based upon their career interest surveys, which are conducted in 8th grade and utilized to develop the students' four year plans. Students receive education related to their interests and their survey results.

The next step in our needs assessment is to evaluate the feedback of the district Career and Technical Education Advisory Committee. The CTE Advisory committee is composed of numerous business and industry leaders from the local community. These individuals provide council and guidance in the areas of workforce development. Feedback collected from the previous two years indicates a need for high skilled medical positions, with the possibility for growth. This is the mindset for the Health Science program and the certification programs offered.

Next, we evaluate our workforce needs and trends. This data is provided by the Texas Workforce Commission and Workforce Solutions Alamo. Our goal is to meet the needs of the local workforce through education and training. Each year, we ensure that the program is meeting the needs of the local workforce by evaluating data presented by these entities. Currently, the medical field is experiencing a fast rate of growth, and, according to the Texas Growth Occupations 2016 Report, had the most growth of all 11 industries with 32%.

The fourth portion of our needs assessment is based upon PBMAS data and meeting the educational needs of the students. PBMAS data indicated a need to better support our Special Education, Limited English Proficiency, English as a Second Language, and Title 1 student populations in Mathematics and Science. This is done by providing practical knowledge and making school more relevant to all students through CTE courses.

Lastly, the campus and CTE department strive to support the District goals. District goals incorporate career readiness by setting the expectation that 75% of the 12th grade students are enrolled in or have completed a CTE Coherent Sequence Participation, or earned industry certification. College readiness expectations are set as increasing Advanced Course Participation and Performance through a 1% increase in participation, testers/completers, and performance for AP and Dual Credit. Utilizing the data collected from a needs assessment that incorporates these 5 indicators, we will determine what the actual need is as opposed to what the department would like. From there, we will utilize the industry experts to assist in prioritizing the needs. We want to make the most impact on the largest number of students, balancing that with the industry needs. This leads us to prioritize in order of effect on student population and creation of high skilled professionals.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Currently, inventory and resources for the Pharmacology, Certified Nursing Assistant and Certified Clinical Medical Assistant programs lack opportunities for hands on training prior to placement at the internship site.	This grant will address this need by allowing us to provide access to equipment and training that students will need in order to gain experience before practicing in the field. This will lend itself to training in an effective and efficient manner.
2.	Programs are currently unequipped to provide strong, successful mastery of industry validated credentialing standards.	This grant will provide funding to purchase training programs and equipment to meet credentialing standards for a higher number of students.
3.	The programs are not currently capable of providing access to technology for students to gain skills relevant in the industry.	This grant will address this need by allowing us to purchase technology at an approximate 1:1 ratio for student enrolled in the Health Science Pathway while they are in class, in order to develop 21 st Century workforce skills.
4.		
5.		

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By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 015911		Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	CTE Instructional Specialist	CTE Administrator, Principal Certification, CTE teacher certification		
2.	Health Science Instructors	Health Science teacher certification		
3.	AP Instructors	Biology or Chemistry teacher certification		
4.	Dual Credit Instructors	Instructor at partnering community college and trade school; appropriate content certification		
5.				
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Implement Pharmacy Technician training program	1. Purchase training program	11/30/2017	12/15/2017
		2. Train instructor	12/01/2017	1/31/2018
		3. Execute training plan	12/01/2017	05/31/2018
		4. Certify students in Pharmacy Technician	12/01/2017	05/31/2018
		5. Engage in internship process	02/01/2018	05/31/2018
2.	Increase student certifications in Clinical Medical Assistant Program	1. Retain students enrolled in year 1 of program	11/01/2017	05/31/2018
		2. Increase participation of students enrolled in year 1	11/01/2017	07/31/2018
		3. Provide hands on training at clinical site	03/01/2018	05/31/2018
		4. Provide high quality instruction to ensure success	11/01/2017	05/31/2018
		5. Provide opportunity for CMA testing	05/01/2018	05/31/2018
3.	Increase student certification in Certified Nursing Assistant Program	1. Train instructor	11/30/2017	07/31/2018
		2. Execute training plan	12/01/2017	1/31/2018
		3. Provide hands on training at clinical site	12/01/2017	05/31/2018
		4. Provide high quality instruction to ensure success	12/01/2017	05/31/2018
		5. Provide opportunity for CNA testing	02/01/2018	05/31/2018
4.	Increase students participating in coherent sequence of CTE courses involving AP.	1. Start conversation at MS course selection	11/01/2017	05/31/2018
		2. Define coherent sequences in easy format	11/01/2017	07/31/2018
		3. Recruit students at recruitment nights	03/01/2018	05/31/2018
		4. Ensure retainment of students from year to year	11/01/2017	05/31/2018
		5. Promote AP courses to 10 th and 11 th grade	05/01/2018	05/31/2018
5.	Increase students participating in coherent sequence of CTE courses involving DC.	1. Start conversation at MS course selection	11/01/2017	05/31/2018
		2. Define coherent sequences in easy format	11/01/2017	07/31/2018
		3. Recruit students at recruitment nights	03/01/2018	05/31/2018
		4. Ensure retainment of students from year to year	11/01/2017	05/31/2018
		5. Promote DC courses to 10 th and 11 th grade	05/01/2018	05/31/2018
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015911

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Plan, Do, Study, Act model is utilized in district to evaluate continuous improvement. Planning occurs between all entities involved, the District, teachers, industry partners, and postsecondary institutions. Once goals are set in place, a feedback loop is utilized to determine if the goals are met. Feedback is collected in the form of student surveys, parent surveys, feedback collected at CTE Advisory Committee Meetings, and industry partners, as well as information collected on industry certifications earned, AP exams passed, and dual credit earned. This information is evaluated each year and goals are assessed. In the study portion of the cycle, we look at creating new goals for ones that were met and evaluate processes for goals that were not met.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is currently offering certification programs in Certified Nursing Assistant and Certified Clinical Medical Assistants. Efforts are coordinated regularly to ensure that students are assessing their career interests, and enrolling in courses that best prepare them for their postsecondary goals. This type of coordination will continue throughout the grant process, with the addition of the Pharmacy technician program. Coordination will also occur to ensure that students are participating in high level Advanced Placement and Dual Credit courses pertaining to their career pathway and postsecondary goals. Project participants are encouraged to remain engaged in the success of the project throughout the life of the grant through active participation and feedback. Teachers and stakeholders will be an active part of the evaluation cycle and PDSA process. Their feedback will be utilized to analyze and adjust the program as needed, as well as adjusting and monitoring goals.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 015911		Amendment # (for amendments only):
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Student surveys	1. Students find value in course sequence 2. Students find value in real world application of skills 3. Students indicate preparedness for real world application of skills
2.	Teacher surveys	1. Teachers indicate preparedness of students for real world application 2. Teachers feel knowledgeable and confident in content area 3. Teachers find value in coherent course sequence
3.	Advisory Committee Feedback	1. Program is providing valuable real world experience 2. Program is meeting the needs of the local Healthcare Industry 3. Program is creating productive and employable individuals
4.	Feedback from Industry Partners	1. Program is providing valuable real world experience 2. Program is meeting the needs of the local Healthcare Industry 3. Program is creating productive and employable individuals
5.	Student certification exams	1. Students are passing certification exams and earning credentials 2. Students are gaining industry validated credentials 3. The number of students who pass industry validated credentials
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
Data will be collected in a variety of formats. Student surveys will be conducted each semester. A Likert Scale type survey is disseminated to program instructors who will administer the survey during the students' course. This information is collected and utilized to determine student value of course sequence, application of real world skills, and preparedness for real world application. Teacher surveys will be disseminated in much the same format. These surveys will explore the teachers' knowledge and confidence in their content, the value of the coherent sequence of courses, and the preparedness of the student for real world application. Advisory committee feedback is collected twice throughout the year. Once in the Fall and once in the Spring. Data collected in both instances will be in the form of qualitative data from a program evaluation. Data will be dissected and common themes will be identified. Feedback from industry partners will occur in the same method. Student certification data is collected at the conclusion of each year. Data will be collected to determine how many students attempted a certification exam and how many were successful at earning the certification. Data will also be collected in regards to the number of students that are in a program requiring more than one year of training to earn the certification. Any identified issues with project delivery will be identified and addressed with the stakeholders of the program. The instructors will evaluate the data along with the Instructional Specialist to determine areas of deficiency and develop a plan of action to correct these deficiencies.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

High demand careers were identified through Workforce Solutions Alamo and the TexasCareerCheck.com website. Workforce Solutions Alamo indicates in their Target and Demand Occupations Document, that Nursing Assistants, Pharmacy Technicians, and Medical Assistants are in demand occupations with expected growths of 28%, 26%, and 32%, respectively, by the year 2024. The organization also lists medical careers linked to these certification areas, such as Registered Nurses (30%), and Licensed Practical and Licensed Vocational Nurses (22%) as expecting considerable growth by the year 2024. Nursing Assistants, Pharmacy Technicians, and Medical Assistants can be credentialed at the High School level, and can provide students a means of earning industry related experience and a valuable income while pursuing higher education and furthering their credentials.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Students enrolled in the Health Science Cluster will take a sequence of courses that increase in rigor and provide opportunities for postsecondary alignment. Two programs of study will engage students in postsecondary education, and one will lend itself to encouraging students to pursue post-secondary education and credentialing. The Health Careers Academy (non – credentialing) is a part of the Alamo Academies program and provides students with 27 credit hours in the form of Dual Credit, through San Antonio College. Students in this area take courses at the high school level in 9th and 10th grade, including but not limited to Principles of Health Science, Medical Terminology, and Health Science Theory. During the 11th and 12th grade year, students participate in courses at San Antonio College, earning dual high school and college credit for the courses. These courses include: Anatomy and Physiology, English 3, Medical Terminology, Psychology, Medical Microbiology, and Pathophysiology.

Students in the Certified Medical Assistant program participate in dual credit courses through the Good Careers Academy vocational school. Students enrolled in this program participate in courses through the High School including but not limited to Principles of Health Science, Medical Terminology, Biology, Chemistry, and Health Science Theory. Students enroll in the CMA program during their Junior and Senior year. The 12th grade year is a dual credit course in Certified Medical Assistant, earning the student credit with Good Careers Academy and resulting in testing for the CMA certification.

Students in the Certified Nursing Assistant program offers students the opportunity to participate in rigorous courses at the high school level. Student in this program begin with Principles of Health Science and Medical Terminology. Students will enroll in Health Science Theory, as well as completing Biology and Chemistry. Students are encouraged to enroll in AP Biology and Chemistry. Students will complete their coursework with the Practicum in Health Science resulting in clinical rotation with a local healthcare facility. This program suggests that students dual enroll in rigorous courses such as Medical Microbiology, Pathophysiology, and Anatomy and Physiology. Students are counseled on post-secondary options and often are placed in employment prior to graduation.

The Pharmacology program will begin with the student enrolling in Principles of Health Science and Medical Terminology. Students will then have the option to enroll in Health Science Theory and Pharmacology. Students enrolled in Pharmacology will complete this course during the 11th grade year, and will enroll in the Practicum in Health Science their 12th grade year. This practicum will allow for industry experience through placement at a local pharmacy partner. Students are counseled on their postsecondary options and will likely be placed in employment prior to graduation. Due to the nature of the certification, students will test for their Pharmacy Technician Certification two weeks prior to graduation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

High School Course	College Course	College Course	Level
Principles of Health Science			High School
AP Biology	BIOL 1406		
AP Chemistry	CHEM 1311		
Health Science Theory			
Anatomy and Physiology	BIOL 2401	BIOL 2402	
English III	ENGL 1301	ENGL 1302	
Medical Terminology	MDCA 1313		
Psychology	PSYC 2301		
Independent Study in English	PHIL 2306		
Medical Microbiology	BIOL 2420		
Pathophysiology			Semester I upon graduation
	PSYC 2314		
	RNSG 1424		
	RNSG 1216		
	RNSG 1128		
	RNSG 1263		Semester II upon graduation
	RNSG 1137		
	RNSG 1538		
	RNSG 2363		Semester III upon graduation
	RNSG 2138		
	RNSG 2539		
	RNSG 2360		

The crosswalk above depicts a student enrolled in the Health Careers Academy who attends San Antonio College upon high school graduation. This student would graduate with a Licensed Vocational Nurse Certification, Associates Degree, and prerequisites for a Bachelor of Science in Nursing in three semesters after High School graduation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

There are multiple partners who will assist in carrying out this grant. Good Careers Academy will serve as a post-secondary partner for the Certified Nursing Assistant and Certified Medical Assistant programs. San Antonio College will serve as the Post-Secondary Partner for the Health Careers Academy. Industry partners include Buena Vida Nursing Home, who will serve as one of our local experiential learning sites. CVS pharmacy will also serve as a partner, being the local Pharmacy Technician training site. Other partners will be added as the need for clinical rotation sites grows.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The industry partner that will assist with curriculum development and support relevant and frequent industry experiences for students will be Buena Vida Nursing Facility. Students will be visiting this site regularly to gain real world experiences and hands on training. The nursing staff and Director of Nursing at the facility will assist in evaluating the curriculum and provide feedback on student performance.

Buena Vida is a local long term care and rehabilitation facility located in our district. The facility employs a variety of Healthcare professionals, including Physicians, Registered Nurses, and Certified Nursing Assistants, for our students to partner with.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The campus will strive to continue meeting the goals of the grant program, after the conclusion of the grant. This will be done in a variety of ways. The PDSA cycle will be maintained to ensure evaluation of the program occurs frequently and is purposefully done. This cycle will allow the campus to evaluate any weaknesses in the program and adjust goals and priorities to ensure its success. Purposeful planning will occur between campus and district administration in order to ensure funds are budgeted to continue the programs at the high levels of rigor and participation that will be created during the grant cycle. Additionally, feedback will be solicited from the post-secondary and industry partners, as well as the community, to ensure the program is continuously meeting the needs and demands of the local workforce. Each of these items will ensure that the program continues to thrive and generate productive, highly skilled individuals for the local workforce.

Funding for the programs will continue through a combination of local, state, and federal funds dedicated to sustainability of the Health Science Pathway.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Capstone industry certifications that are identified, in partnership with post-secondary and industry are as follows:

Certified Nursing Assistant: Partnership with Buena Vida Nursing Facility, and certified through the Department of Aging and Disability Services.

Clinical Certified Medical Assistant: Partnership with Good Careers Academy and certified through National Healthcareer Association.

Pharmacy Technician Certification: Partnership with CVS Pharmacy and certified through National Healthcareer Association

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015911

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Awarding of the Perkins Reserve Grant will complement the existing programs by allowing the campus to address the identified needs by purchasing the items necessary to prepare students with hands on experience before entering the clinical and internship sites. Currently, these programs have minimal supplies and most external experiences are the first time students encounter a situation. The ability to purchase equipment and supplies utilized in industry will give students experiences and learning opportunities ahead of the internship experience, which leads to a more meaningful and fulfilling partnership for both the student and partner. As student experience and become more familiar with the equipment and practices, their time in the facilities becomes more valuable. Rather than providing introductory lessons to the equipment and practices at the internship and practicum facilities, students and industry partners can focus on nurturing the development of the skills and knowledge by allowing the student to practice the use of the skill and equipment in a variety of ways.

Additionally, the grant award will allow the campus to purchase additional technology for the Health Science program. This technology will advance the education of the student by providing experiences with medical programs they would otherwise not have access to. Aside from medical programs, the additional technology will promote professional standards in healthcare by providing a means for instructors to educate the students on digital citizenship and professional digital behaviors. Lastly, the technology allows for students to begin development of professional portfolios which will include resumes, cover letters, and applications to post-secondary opportunities.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015911		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015911		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 015911		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Provide transportation to internship sites	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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